

2009 / 2010

**EXPLORE<sup>®</sup>**



# Using Your **EXPLORE Results**



**ACT<sup>®</sup>**

# Understanding Your EXPLORE® Results in Three Quick Steps

Your EXPLORE Score Report contains a lot of information about your skills, interests, plans, and goals. While it may seem overwhelming at first glance, your report can help answer three important questions about you and your future.

**1**

## **Where do I stand right now?**

EXPLORE shows your strengths and weaknesses in four subject areas: English, math, reading, and science. You can see how your scores compare to those of other students like you who have taken EXPLORE. Your report also shows you the skills you likely have.

**2**

## **What are my plans and goals for after high school?**

When you took EXPLORE, you answered questions about your plans after high school and about your interests in several kinds of activities. This information can help you learn more about careers, clarify your goals, and begin to plan your future.

**3**

## **Am I on track for college?**

For most students, reaching their goals includes getting a college education. Preparing for college means taking the right courses in high school. Make sure the courses you plan to take in high school match those recommended for college success.

This guide will help you understand the information on your EXPLORE Score Report and how it can help you. Later, visit [www.explorestudent.org](http://www.explorestudent.org) for more information on using your EXPLORE Score Report.



[www.explorestudent.org](http://www.explorestudent.org)

# What Do Your Scores Mean?

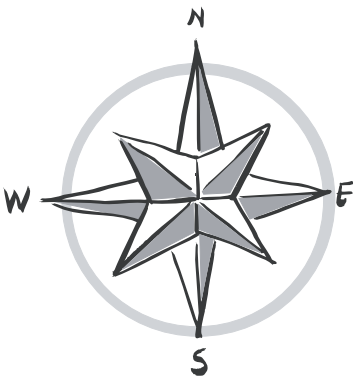
Your scores are between 1 (the lowest score you can receive) and 25 (the highest score you can receive) even though you answered a lot more than 25 questions on the EXPLORE tests! Just like your teachers turn your quiz and test scores into grades, EXPLORE takes the number of questions you got right on each test and translates it into a number between 1 and 25 (called a “scale score”). Just like grades, your scores tell you how well you did on each test.

## A Note About Test Scores

Because no test can measure educational development with absolute precision, its best to think of each of your EXPLORE scores as a range rather than as a precise point. For example, a score of 16 on one of the four tests, such as the Reading Test, means that your level of educational development in the subject probably is somewhere from 14 to 18 (16 plus or minus 2). A Composite Score of 17 would mean that your overall level of educational development probably is somewhere from 16 to 18 (17 plus or minus 1).

Your Composite Score is simply the average of the English, Mathematics, Reading and Science test scores (rounded to a whole number). In the same way your overall grade point average in school shows how well you are doing across all of your different classes, your EXPLORE Composite Score shows how well you did across the entire EXPLORE test.


The two scores directly under English (called “subscores”) only range from 1 to 12 (see below). They tell you how well you did in these two specific areas of English: **Usage/Mechanics** (punctuation, grammar and usage, and sentence structure) and **Rhetorical Skills** (your understanding of the use of strategy, organization, and style in writing). These scores added together do NOT necessarily equal your English Test score because the two subscores are scaled independently from the total English Test score.



October 27, 2009

PN: 99244642

123876



EXPLORE®

Your Score Report

TAYLOR, ANN C

GRADE: 8

CLASS/GROUP NAME: SMITH

SCHOOL NAME: EXAMPLE MIDDLE SCHOOL

SCHOOL CODE: 00000000

TEST FORM: 00B

TEST DATE: OCTOBER 2009

Your Scores

	Score Range (1-25)
Composite Score	15
English	16
Usage/Mechanics (1-12)	09
Rhetorical Skills (1-12)	08
Mathematics	14
Reading	16
Science	15

Percent of students scoring at or below your score

	In the U.S. (Fall 8th)	1%	10%	25%	50%	75%	90%	99%	In Your School	In Your State
Composite Score	61%								60%	63%
English	73%								75%	76%
Usage/Mechanics (1-12)	81%								81%	84%
Rhetorical Skills (1-12)	75%								84%	77%
Mathematics	41%								40%	51%
Reading	79%								78%	77%
Science	45%								36%	44%

ACT®

More Info at [www.explorestudent.org](http://www.explorestudent.org)

Your Estimated PLAN Composite Score Range

16-19

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *Using Your EXPLORE Results*.

How do you compare with other students who took EXPLORE?

Next to your scores, you'll find the *percentage of students scoring at or below your score*. These are called "norms" and show the percentage of students, in a national norm group, who earned a score equal to or lower than yours. This shows you how your scores compared to those of students across the country who took EXPLORE. In the example on page 3, Ann C. Taylor's report shows 73% next to her English score. This means she scored as high as or higher than 73% of students in that comparison group who took EXPLORE. The bar graph helps you to see which of your scores are strongest and weakest. Very few students are equal in their skills in all subject areas.

If your school requested local comparisons, percentages will be shown under "In Your School." You can see how you did compared to other students taking EXPLORE at about the same time in your school. If you took EXPLORE in a state that uses these tests in most schools in the state, you may also see percentages in the column "In Your State." Don't worry if any of these columns are blank. This just means your school or state did not ask for norms.

Your Estimated PLAN® Composite Score Range

PLAN and the ACT® are tests that cover the same subject areas as EXPLORE. PLAN is designed for tenth graders and the ACT is designed for eleventh and twelfth graders. Over time, EXPLORE, PLAN, and the ACT measure your skills as you progress through high school. Your EXPLORE scores can be used to predict how you are likely to do if you take PLAN as a tenth grader. Improving your study habits or taking more challenging courses may improve your PLAN scores. Keep in mind that these scores are only estimates, not guarantees. You need to keep working at learning.

You can use these predicted or estimated scores to see if you are "on track" to achieve the scores you want by the time you take the ACT later in high school. Are there subject areas where taking additional courses or gaining additional skills might improve your preparation for college?

EXPLORE was designed as the starting point of a long-term assessment system that continues with PLAN and the ACT. All three programs are built around the same four tests: English, Mathematics, Reading, and Science. However, the material tested in each program gets progressively more difficult. This is why the top score for each test is different, as shown below.

Program	Grade Level	Composite Score Range
EXPLORE	8 and 9	1 to 25
PLAN	10	1 to 32
ACT	11 and 12	1 to 36

The Estimated PLAN Composite Score Range on your EXPLORE Score Report tells you how other students scored on PLAN as sophomores after achieving the same Composite Score as you received on EXPLORE. When you take PLAN as a 10th grader, you are very likely to receive a Composite Score in the score range shown on your report.

# Your Plans for High School and Beyond

## Compare Your Courses to Core

**What is “Core”?** Core is a suggested minimum set of college preparation courses to be taken in high school. When thinking about what courses you should take, consider not only the number of courses you take, but also the content, level, and challenge of those courses.

So, what courses should you plan on taking? To be ready for college, your high school coursework should include at least:

- 4 years of English
- 3 years of math, including Geometry, Algebra I, and Algebra II
- 3 years of laboratory science, including General/Physical/Earth Science, Biology, and Chemistry
- 3 years of social studies, including U.S. History, World History, and American Government

When you took EXPLORE, you were asked about the courses you plan to take in high school. This section of your Score Report compares your plans to Core recommendations. In the example below, this student should take at least one more year of math, one more year of social studies, and one more year of science to meet Core. See your counselor if your high school course plans fall short of Core.

Successfully completing additional courses like Speech, Trigonometry, Calculus, Physics, and advanced history courses can result in higher ACT scores. This means you’re more likely to do well in typical first-year college courses. Check out the Coursework Planner starting on page 10 of this booklet. It’s a great tool to help you work out your courses for next year.

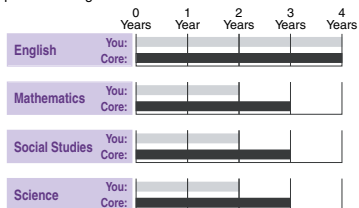
## Your Reported Needs

When you took EXPLORE, you were asked whether or not you needed help in each of seven different areas. Those areas checked on your report are the areas you said you needed help with. Do you see a need for help in areas where your skills (test scores) are weakest? Compare your lowest percentile rank with the needs listed. Then talk about them with your parents, school counselor, or teachers. This is the best way to make sure you get the help you need.

### Your Plans

#### Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



**About Your Course Plans.** Your plans fall short of recommended courses. Consider taking additional courses in Mathematics, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

#### Your Reported Needs

- ✓ Making plans for my education, career, and work after high school
- ✓ Improving my writing skills
- ✓ Improving my reading speed and comprehension
- ✓ Improving my study skills
- ✓ Improving my mathematical skills
- ✓ Improving my computer skills
- ✓ Improving my public speaking skills

#### Your Plans for After High School

##### Educational Plans

4-Year College or University

##### Career Area Preference

Financial Transactions

#### College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

EXPLORE Benchmark Scores (8th Grade)		Your score is:		
		Below	At	Above
English	13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**About Your Scores.** One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It’s not too early to start thinking about college.

## Your Plans After High School

EXPLORE asked you to consider your future educational and career plans. You can find your responses on page 1 of your EXPLORE Score Report. As a first step in thinking about a career plan, you were asked to choose a Career Area (a group of similar occupations) that you would like best. Use your Career Area preference to begin thinking about your future.

- Which occupations in this Career Area interest you most?
- Will your educational plans prepare you for these career possibilities?

To explore occupations and learn how to prepare for them, visit [www.explorestudent.org](http://www.explorestudent.org).

## Compare Your Scores to College Readiness Benchmarks

### Thinking about college? You should be.

A college education can open many doors for you. In fact, most jobs (and almost all high-paying jobs) require some education or technical training after high school. While college may seem a long way off, you can start preparing now by planning to take (and work hard in) challenging core courses in high school. This way, you'll have the best chance to learn the skills you need to be ready for college.

### College Readiness Benchmarks

How can you tell if you're on track for college? Your EXPLORE results give you an early indication of how likely you are to be ready for college-level work if your academics continue at the current pace. ACT has identified College Readiness Benchmark Scores that mean you are already developing the foundation for the skills you will need by the time you finish high school.

In the College Readiness area of your Score Report, the check marks show whether you scored above, at, or below the benchmark scores. Students that score at or above the College Readiness Benchmark Scores for EXPLORE on the English, Mathematics, and Science Tests are likely to be on track to do well in entry-level college courses in these subjects. Students

scoring at or above the benchmark for the Reading Test are likely to be on track to do well in entry-level college courses in the social sciences. Of course, this assumes that these students will continue to work hard and take challenging courses throughout high school.

Note: The Benchmark Scores shown on your Score Report depend on whether you took EXPLORE in 8th grade or in 9th grade. The College Readiness Benchmarks help you determine how your scores fall in relation to being on track for entry-level college courses and are based on data from first-year college students. Your norms, as discussed on page 4, help you to see how your scores compare to those of students across the country who also took EXPLORE.

## Your College Readiness Action Plan

- Look at how your scores compare to the College Readiness Benchmark Scores on your Score Report.
  - Are your scores at or above the Benchmark Scores? If so, you are doing well, but keep working hard. There is still a lot you need to learn.
  - Are your scores below the Benchmark Scores? It's important to start taking action now. Talk to your teachers or counselor about how you can improve in these areas. Remember, there is still time to get on track. Review the suggestions for improving your skills on the back of your report.
- Make sure you are taking the recommended number and level of core courses.

Remember, you still have time to improve your skills before you graduate from high school, but you need to be sure you have a plan for your high school years.





# Your Career Possibilities

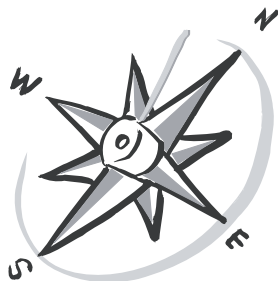
It's not too soon to begin exploring possible careers. With thousands of occupations in the work world, where do you begin? Your EXPLORE Score Report helps you start by focusing on a few Career Areas (groups of similar occupations). Take a look at Steps 1, 2, and 3 under *Your Career Possibilities* on your Score Report.

## Step 1: The World-of-Work Map

Exploring careers is easier if you have a good map. The World-of-Work Map can give you a sense of direction. The Map shows how Career Areas differ in their involvement with four basic work tasks:

- People:** People you help, serve, care for, or sell things to.
- Data:** Facts, numbers, files, business procedures.
- Things:** Machines, tools, living things, and materials such as food, wood, or metal.
- Ideas:** Knowledge, insights, and new ways of expressing something (with words, equations, music, etc.).

These four work tasks are the four “compass points” of the Map. For example, occupations in Career Area C (Management) mostly involve working with people and data, so it is located in the upper left part of the Map, as are other Career Areas involving people and data. On the other side of the Map, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.



## Step 2: Your Results

Take a look at your World-of-Work Map. Seeing the similarities and differences between Career Areas can help you think about where to start exploring. But the Map does more. When you completed EXPLORE you were asked to:

- Choose a Career Area having jobs you might like
- Complete an interest inventory

The World-of-Work Map includes the Career Area you told us you like best, and highlights Career Areas related to your interests. These Career Areas have occupations where people do the kinds of work tasks you told us you enjoy—so they are good places to start exploring careers! Talk to your counselor, teacher, or parents if you have questions.

## Step 3: Exploring Career Options

This is a good time to look at all of the Career Areas and pick at least two to explore now. You can explore others later.

Find out more about occupations in these Career Areas. Occupational information such as descriptions, salary, growth, entry requirements, and related occupations is available at [www.explorestudent.org](http://www.explorestudent.org).

### My interest inventory results are in Region 99. What does this mean?

Your pattern of interest scores does not suggest a clear direction at this time. As you complete Step 3 on your Score Report, think about your preferences for the four basic work tasks (People, Data, Things, Ideas). This can help you select Career Areas to explore.

### My interest inventory results don't agree with the Career Area I chose. Is this a problem?

No problem! Each is important, and only you can decide how much attention each deserves. Talk to your counselor or teacher if you need to sort things out.

## Your Career Possibilities

### STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

### STEP 2: Your Interests

When you completed EXPLORE you were asked to:

- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.

- You chose Career Area F: Financial Transactions.
- Your interest inventory results suggest that you may enjoy jobs in map regions 7, 8, and 9. See the Career Areas in those regions.

There are many jobs in these Career Areas. For example, Food Technologists develop ways of processing and delivering foods. They use scientific methods to make food nutritious and convenient.

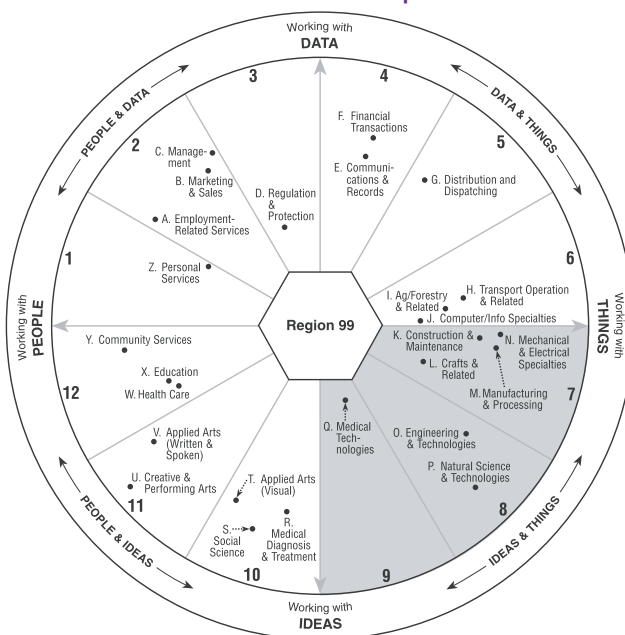
### STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to [www.explorestudent.org](http://www.explorestudent.org).

World-of-Work Map



#### Information for Counselors

Scores: R6 I8 A5 S4 E4 C3  
%Like, Indifferent, Dislike: 34—21—45

### Career Area List

#### A. Employment-Related Services

Human Resources Manager; Recruiter; Interviewer

#### B. Marketing & Sales

Agents (Insurance, Real Estate, etc.); Retail Salesworker

#### C. Management

Executive; Office Manager; Hotel/Motel Manager

#### D. Regulation & Protection

Food Inspector; Police Officer; Detective

#### E. Communications & Records

Secretary; Court Reporter; Office Clerk

#### F. Financial Transactions

Accountant; Bank Teller; Budget Analyst

#### G. Distribution & Dispatching

Warehouse Supervisor; Air Traffic Controller

#### H. Transport Operation & Related

Truck/Bus/Cab Drivers; Ship Captain; Pilot

#### I. Agriculture, Forestry & Related

Farmer; Nursery Manager; Forester

#### J. Computer & Information Specialties

Programmer; Systems Analyst; Desktop Publisher; Actuary

#### K. Construction & Maintenance

Carpenter; Electrician; Bricklayer

#### L. Crafts & Related

Cabinetmaker; Tailor; Chef/Cook; Jeweler

#### M. Manufacturing & Processing

Tool & Die Maker; Machinist; Welder; Dry Cleaner

#### N. Mechanical & Electrical Specialties

Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

#### O. Engineering & Technologies

Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

#### P. Natural Science & Technologies

Pharmacist; Biologist; Chemist; Statistician

#### Q. Medical Technologies (also see Area W)

Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

#### R. Medical Diagnosis & Treatment (also see Area W)

Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

#### S. Social Science

Sociologist; Political Scientist; Economist; Urban Planner

#### T. Applied Arts (Visual)

Artist; Illustrator; Photographer; Interior Designer

#### U. Creative & Performing Arts

Writer; Musician; Singer; Dancer; TV/Movie Director

#### V. Applied Arts (Written & Spoken)

Reporter; Columnist; Editor; Librarian

#### W. Health Care (also see Areas Q and R)

Recreational Therapist; Dental Assistant; Licensed Practical Nurse

#### X. Education

Administrator; Athletic Coach; Teacher

#### Y. Community Services

Social Worker; Lawyer; Paralegal; Counselor; Clergy

#### Z. Personal Services

Waiter/Waitress; Barber; Cosmetologist; Travel Guide



## Tips for Exploring Career Possibilities

When you think about how important work will be in your entire life, it makes sense to start planning early.

Your counselor, teachers, or parents can help you think through your plans. But it's up to you to put it all together. Here are some good ideas to get you moving in the right direction.

### Get More Information

Try to find out more about occupations that interest you.

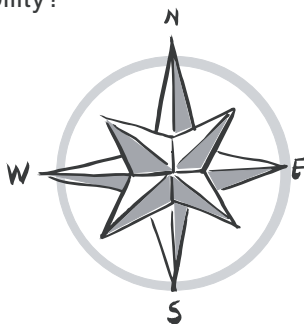
**ASK** your teacher, counselor, librarian, or a parent where you can find books, pamphlets, or computer-based information on occupations.

**SEARCH** the Internet for information about possible occupations that interest you. Two websites are listed in the next column.

**GATHER** firsthand information about careers you are considering. Talk with people who work in careers that interest you. Ask them what a typical day is like, how they prepared for the career, what they like and dislike about it.

**TALK** with teachers, parents, and other adults about occupations related to the subjects you like. You may get some new ideas about occupations you might like. Your teachers also may be able to put you in touch with former students who can tell you how they prepared for their careers.

**FIND OUT** how to best prepare for the future you want. Learn about the entry requirements for an occupation you are thinking about. Are they in line with your plans for education after high school? How might you need to adjust your educational plans to fit this career possibility?



### Books on Careers

Your library can be a good source of career information. Two useful books:

*Occupational Outlook Handbook*. Revised every two years. U.S. Government Printing Office. Describes occupations and the outlook for future openings. Available from your school, public library, or on the Internet at [www.bls.gov/oco](http://www.bls.gov/oco).

*New Guide for Occupational Exploration: Linking Interests, Learning, and Careers (4th Edition)*. JIST Works, Inc. 2006. Describes groups of similar occupations.

### Websites for Career Information



For descriptions of many occupations, plus information on salary, entry requirements, and related occupations, go to [www.explorestudent.org](http://www.explorestudent.org).

Find information about occupations in the Air Force, Army, Marines, and Navy at [www.todaysmilitary.com](http://www.todaysmilitary.com).

Ask your counselor about ACT's DISCOVER®, an online program for career and educational planning.

# Building Your Skills

The back of your Score Report provides some ideas for building your skills and knowledge in the different subject areas. The descriptions and suggestions are based on your own scores and are intended to help you strengthen your skills and understanding in important ways in

each subject area. You will definitely want to discuss these ideas with your counselors, teachers, and parents so that you can work together to get the most from your courses and reach the goal of being “college ready.” You can also review the answers you gave to each of the questions on EXPLORE. Refer back to your test booklet to check on those questions you answered incorrectly and which response was correct.

TAYLOR, ANN C

### Your Skills

Ask for your test booklet so you can review the questions and your answers.  
“+” = correct answer, “o” = no response, “\*” = marked more than one answer

More Info at [www.explorestudent.org](http://www.explorestudent.org)

Suggestions for improving your skills are based on your scores.

SUBSCORE AREA (u = Usage; r = Rhetorical Skills)											
English				Content Areas				To improve your skills you can:			
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u				
8	A	+	u	25	B	+	u				
9	C	+	r	26	A	D	r				
10	B	A	u	27	C	+	r				
11	A	+	u	28	D	+	r				
12	D	C	r	29	B	+	u				
13	D	+	r	30	D	+	r				
14	B	o	r	31	A	+	u				
15	A	+	r	32	C	+	u				
16	B	A	r	33	C	+	u				
17											

**Topic Development**

challenge yourself by reading new kinds of books; experiment with new writing styles  
rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic  
add examples to illustrate or support major points

**Organization**

use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas  
have a classmate read your paper to see if sentences need to be reordered for clarity  
try different openings and closings for a paper; say which works best and why  
make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)  
verify that each pronoun clearly refers to a noun or noun phrase  
reread writing to make sure the words convey the same tone or vary in tone for a good reason

**Word Choice**

learn the difference between uses of coordinating conjunctions (like *and* and *but*) and subordinating conjunctions (like *because* and *when*)  
make sure each pronoun person is one person; for instance, “one person says you (‘...’).”

**Sentence Structure**

**Usage**

Because of particular testing arrangements in some districts or states, the information on the back of your Score Report may be given in the format below.

TAYLOR, ANN C

### Your Skills

More Info at [www.explorestudent.org](http://www.explorestudent.org)

English	Your English score suggests you are probably able to:	To improve your skills you can:
Topic Development	Decide and describe the purpose or role a given phrase or sentence serves in an essay Delete a sentence or part of a sentence that is clearly irrelevant to the essay	read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman describe the main idea of a paper you wrote read writing aloud; cut out sentences that don't fit the topic
Organization	Select the most logical place to add a sentence in a paragraph	draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like <i>because</i> or <i>therefore</i> try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper
Word Choice	Revise sentences that are clearly repetitive or wordy Revise wording that doesn't fit an essay's style	revise writing to delete clumsy repetition, as in changing “The puppy dog barked noisily and loudly.” to “The puppy barked loudly.” read a published essay and note the way words, details, and sentence lengths can create

Reading	Your Reading score suggests you are probably able to:	To improve your skills you can:
Main Ideas and Author's Approach	See a clear intent (goal) of an author or narrator in uncomplicated literary narratives	decide whether a paragraph in a short story or novel has its own main idea or serves mainly to support another point study the writing style of different authors, noting how they show or hide their thoughts about a topic by what they say and don't say
Supporting Details	Find simple details in a sentence or paragraph in uncomplicated passages See clear, unconfused, and accurate information	explain in your own words why certain facts or details are important meanings of words, phrases, or pictures, and how they relate to the main idea

# Coursework Planning

Reaching your goals requires careful planning. Use this Coursework Planner to organize the courses you will need and want to take next year and beyond. Ask your teacher or counselor for help.

**Step 1** It helps to keep your career preferences in mind as you plan your courses. In the *Your Career Possibilities* section of your score report, you were asked to think about Career Areas having jobs you might like best. Look at the box below. Circle the **letters** of two or three Career Areas that interest you most right now. (Career Area titles and letters are shown on page 7 of this booklet or on page 1 of your score report.) Below each letter is a column of checkmarks. Circle **every checkmark** under the Career Area letters you chose.

For example, if you prefer Marketing & Sales and Financial Transactions, circle the letters B and F, and circle every checkmark under B and F.

**Step 2** Each subject area has a row of checkmarks. Circle every subject area title that has a circled checkmark anywhere in its row. These are the subject areas most closely related to your career preferences.

For example, if you prefer Career Areas B and F, you would circle English, Mathematics, Social Studies, Communications, and Business & Computers.

**Step 3** Your Coursework Planner begins on page 11. Find the subject areas you circled below and circle these same subject areas on your Planner.

**Step 4** Ask your teacher or counselor about the kinds of core courses you should be taking. Write each course in the box next to its subject area. Be sure your plans are on track to meet the recommended minimum number of core courses in high school: 4 years of English and 3 years of Mathematics, Social Studies, and Science.

Core courses not only prepare you for college, but they teach the skills you will need wherever you go. Note that one or more of the core courses are also related to your career preferences.

**Step 5** Ask your teacher or counselor about courses you are required to take next school year. Write each course in the box next to its subject area.

**Step 6** Ask your teacher or counselor about elective courses that you can take. Consider taking courses in subject areas you circled—the ones related to your career preferences.

Repeat these steps for each year of course planning you do. An example of a completed Coursework Planner for one year is shown on page 13.

Subject Areas	Career Area Letters																									
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
English/Language Arts	✓	✓	✓		✓										✓	✓		✓	✓	✓	✓	✓		✓	✓	
Mathematics	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓
Social Studies/Sciences	✓	✓	✓	✓		✓				✓								✓	✓		✓	✓	✓	✓	✓	✓
Science				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓		
Health and Fitness				✓													✓	✓			✓		✓	✓	✓	✓
Foreign Languages			✓	✓			✓									✓		✓	✓			✓		✓	✓	✓
Arts																				✓	✓			✓		
Music																					✓			✓		
Communications	✓	✓	✓	✓																	✓	✓		✓	✓	✓
Agriculture									✓							✓										
Business & Computers	✓	✓	✓	✓	✓	✓	✓		✓	✓									✓			✓		✓	✓	
Family & Consumer Sciences			✓									✓								✓						✓
Industrial Arts & Technologies								✓	✓	✓	✓	✓	✓	✓	✓		✓						✓			✓

## Coursework Planner for Grade \_\_\_\_\_

Make as many copies as you need to plan your courses.

Subjects	Courses
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### Core Courses

<b>English/Language Arts</b> (for example: Writing, Literature, Journalism, Poetry)	
<b>Mathematics</b> (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
<b>Social Studies/Sciences</b> (for example: History, Geography, Government, Economics, Psychology)	
<b>Science</b> (for example: General Science, Biology, Chemistry, Earth Science, Physics)	

### General Courses

<b>Health and Fitness</b> (for example: First Aid, Health, Physical Education)	
<b>Foreign Languages</b> (for example: French, German, Spanish)	
<b>Arts</b> (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
<b>Music</b> (for example: Band, Chorus, Music Appreciation, Orchestra)	
<b>Communications</b> (for example: Drama, Speech)	

### Specialized Courses

<b>Agriculture</b> (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
<b>Business &amp; Computers</b> (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
<b>Family &amp; Consumer Sciences</b> (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
<b>Industrial Arts &amp; Technologies</b> (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

## Coursework Planner for Grade \_\_\_\_\_

Make as many copies as you need to plan your courses.

Subjects	Courses
----------	---------

### Core Courses

<b>English/Language Arts</b> (for example: Writing, Literature, Journalism, Poetry)	
<b>Mathematics</b> (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	
<b>Social Studies/Sciences</b> (for example: History, Geography, Government, Economics, Psychology)	
<b>Science</b> (for example: General Science, Biology, Chemistry, Earth Science, Physics)	

### General Courses

<b>Health and Fitness</b> (for example: First Aid, Health, Physical Education)	
<b>Foreign Languages</b> (for example: French, German, Spanish)	
<b>Arts</b> (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
<b>Music</b> (for example: Band, Chorus, Music Appreciation, Orchestra)	
<b>Communications</b> (for example: Drama, Speech)	

### Specialized Courses

<b>Agriculture</b> (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
<b>Business &amp; Computers</b> (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	
<b>Family &amp; Consumer Sciences</b> (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
<b>Industrial Arts &amp; Technologies</b> (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	

## Example Coursework Planner for Grade 9

If courses will differ per term, be sure to indicate this on the planner.

Subjects	Courses
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### Core Courses

<b>English/Language Arts</b> (for example: Writing, Literature, Journalism, Poetry)	<i>English 1</i>
<b>Mathematics</b> (for example: General Math, Algebra I, Algebra II, Business Math, Calculus, Geometry, Statistics, Trigonometry)	<i>Algebra 1</i>
<b>Social Studies/Sciences</b> (for example: History, Geography, Government, Economics, Psychology)	<i>Geography</i>
<b>Science</b> (for example: General Science, Biology, Chemistry, Earth Science, Physics)	<i>Biology</i>

### General Courses

<b>Health and Fitness</b> (for example: First Aid, Health, Physical Education)	<i>Physical Education 1 (Semester 1)</i> <i>Health (Semester 2)</i>
<b>Foreign Languages</b> (for example: French, German, Spanish)	<i>Spanish 1</i>
<b>Arts</b> (for example: Art Appreciation, Dance, Drawing, Graphic Arts, Painting, Photography)	
<b>Music</b> (for example: Band, Chorus, Music Appreciation, Orchestra)	<i>Band 1</i>
<b>Communications</b> (for example: Drama, Speech)	

### Specialized Courses

<b>Agriculture</b> (for example: Agribusiness, Animal Husbandry, Landscaping, Horticulture)	
<b>Business &amp; Computers</b> (for example: General Business, Bookkeeping, Computer Literacy, Computer Science, Keyboarding, Office Practices, Sales & Marketing)	<i>Intro to Business Computers</i>
<b>Family &amp; Consumer Sciences</b> (for example: General Family and Consumer Science, Child Care, Clothing, Foods, Interior Design)	
<b>Industrial Arts &amp; Technologies</b> (for example: Automotive Technology, Construction Technology, Cosmetology, Drafting, Electronic/Mechanical Technology, Allied Health Technology, Metal Technology, Wood Technology)	



# A Message to Parents

A college education has many benefits. College graduates have more opportunities available to them, including more job options and higher earning potential.

Being prepared for college means taking the right courses in high school. All students need to take at least the minimum high school core curriculum—4 years of English, and at least 3 years each of math, social studies, and science. It is important to also make sure the courses your son or daughter takes are rigorous college prep courses and that he/she puts in the work to do well in those courses.

Compare your son's or daughter's scores to those of other students and to the College Readiness Benchmark Scores. This can give you an early indication of his/her likely readiness for college. There is still time to address areas where improvement is needed. But it's important to use that time well. Be sure to review the back of your child's EXPLORE Score Report, particularly the suggestions for improving his or her skills.

Getting the best education possible is an important key to your child's future. EXPLORE organizes the important information you need to consider in helping your child develop educational plans to meet his or her goals. For more ways to use the EXPLORE Student Score Report, visit [www.explorestudent.org](http://www.explorestudent.org).

## Checklist for Parents

- ☒ Encourage your child to take challenging high school courses.
- ☒ Talk to your child about careers, college, and life after high school.
- ☒ Establish a regular study time each day.
- ☒ Try to provide a good, quiet study setting.
- ☒ Discourage phone calls, visitors, TV, and other distractions during study time.
- ☒ Talk to your child about what he/she is learning. Ask questions. Listen to the answers.



ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

## Un mensaje a los padres de familia

Una educación universitaria ofrece muchos beneficios. Los titulados de una universidad tienen a su disposición más oportunidades, que incluyen más opciones de empleos y un mayor potencial de ingresos económicos.

Estar preparado para ir a la universidad significa cursar las materias apropiadas en la preparatoria. Todos los estudiantes necesitan cursar como mínimo el plan de estudios con las materias fundamentales de la preparatoria - 4 años de inglés y por lo menos 3 años de matemáticas, estudios sociales y ciencias. Es importante también que estén seguros que las materias que su hijo o hija cursarán sean cursos rigurosos, como preparativos para la universidad y que él o ella se esfuerce en todas las materias que cursará.

Compare la puntuación de su hijo con la de otros estudiantes y con la Puntuación de preparación para la educación superior. Esto le dará una idea anticipada de la preparación de su hijo para la educación superior. Aún hay tiempo para abordar las áreas que el estudiante necesita mejorar, y es importante que lo aproveche bien. Asegúrese de revisar el reverso del reporte de calificaciones de la prueba EXPLORE de su hijo, particularmente las sugerencias para mejorar sus destrezas.

La obtención de la mejor educación posible es un factor importante en el futuro de su hijo. EXPLORE organiza la información importante que necesita considerar para ayudar a su hijo a desarrollar planes educativos que le permitan lograr sus metas. Si desea aprender más maneras de usar el Reporte de calificaciones EXPLORE del estudiante, visite [www.explorestudent.org](http://www.explorestudent.org).

Puede descargar esta guía traducida al español en [www.act.org/explore/pdf/UsingResultsSp.pdf](http://www.act.org/explore/pdf/UsingResultsSp.pdf).

## Lista de verificación para los padres de familia

- ☒ Anime a que su hijo o hija curse materias desafiantes durante la preparatoria.
- ☒ Hable con su hijo o hija acerca de las carreras, la universidad y la vida después de la preparatoria.
- ☒ Establezca un horario de estudio a la misma hora todos los días.
- ☒ Procure proporcionar un entorno para estudiar que sea bueno y silencioso.
- ☒ No permita las interrupciones con llamadas telefónicas, visitas, la televisión ni cualquier otra distracción durante el horario de estudio.
- ☒ Hable con su hijo o hija acerca de qué es lo que está aprendiendo. Hágales preguntas. Escuche sus respuestas.



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